



## Framework for Learning from Home – Early Stage 1 - Term 3, Week 4

You will need help from a parent/carer. Show each completed activity to your parents so they can check. These activities are designed to be completed over the next five school days. Challenge activities are optional. **Please keep Mathematics resources in a safe place so they can be used in future.**




	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Do something kind for someone in your family. Examples include: helping them with a chore, drawing a picture for them, reading them a book, etc	Ask a parent or grandparent to tell you what the fashion was like when they were your age.	Use the Go Noodle ‘Think about it’ channel and select an activity that promotes positivity and mindfulness. <a href="https://family.gonoodle.com/channels/think-about-it">https://family.gonoodle.com/channels/think-about-it</a> (works best on Google Chrome) Alternatively – Name 5 things that make you feel calm.	Learn a magic trick.	Make a card of appreciation/thank you note for someone. You may be able to post it to them or drop it in their letterbox.
<p><b>Learning Superpower of the Week: Reflective</b> A reflective learner thinks about what they have read, done or learned. They ask questions and think deeply about their own ideas.</p> <p><b>PBL Focus of the Week: Participate Safely: Handwashing</b> <b>PBL Activity:</b> Tell an adult the expectations around washing your hands. Akili can help remind you of the process: <a href="https://www.youtube.com/watch?v=ogJUASq5Gv0">https://www.youtube.com/watch?v=ogJUASq5Gv0</a> <i>Become a Soaperhero:</i> Help Safeguard the soap take on Icky Sticky the monster germ in this Cosmic Yoga experience: <a href="https://www.youtube.com/watch?v=5rymXdOwW68">https://www.youtube.com/watch?v=5rymXdOwW68</a></p>					

<p><b>Morning</b></p>	<p><b>English</b></p> <p><b>Phonics- oa</b></p> <p>Watch the alphablocks to remember one way we can write the long o sound.</p> <p><a href="https://www.youtube.com/watch?v=4PpcG5UMSn8">https://www.youtube.com/watch?v=4PpcG5UMSn8</a></p> <p>Make a list of some words that contain the <i>oa</i> sound .</p> <p>Write a sentence with an <i>oa</i> word.</p> <p><b>Phonemic Awareness</b></p> <p>-ap word family</p> <p><a href="https://www.youtube.com/watch?v=w9FL2-cSRuE">https://www.youtube.com/watch?v=w9FL2-cSRuE</a></p> <p>Can you write a list of words that all end in -ap?</p> <p>Challenge: Write a sentence or short story with some -ap words.</p> <p><b>Sight Words</b></p> <p><i>had, but, down, has, got</i></p> <p>Read new sight words.</p> <p>Use something in your house</p>	<p><b>English</b></p> <p><b>Phonics- o_e</b></p> <p>Another way we can make the long o sound is <i>o_e</i>. Remember, when the letter 'e' is at the end of a word, it's usually <b>silent</b> and 'tells' the vowel to say its name. Sometimes it is called magic e, bossy e or silent e.</p> <p><a href="https://www.youtube.com/watch?v=deUTRW1MTgg">https://www.youtube.com/watch?v=deUTRW1MTgg</a></p> <p>Watch for some more words.</p> <p><a href="https://www.youtube.com/watch?v=SUUp-nnGusvk">https://www.youtube.com/watch?v=SUUp-nnGusvk</a></p> <p>Make a list of <i>o_e</i> words. Write your own sentence with an <i>o_e</i> word.</p> <p><b>Phonemic Awareness</b></p> <p>Clap It Out with Blazer Fresh and break words up into syllables.</p> <p><a href="https://www.youtube.com/watch?v=psUPYR235O8">https://www.youtube.com/watch?v=psUPYR235O8</a></p> <p><b>Sight Words</b></p> <p>Write your sight words.</p>	<p><b>English</b></p> <p><b>Phonics- ow</b></p> <p>There is another way to write the long o sound, ow.</p> <p><a href="https://www.youtube.com/watch?v=arR3oDQs2h4">https://www.youtube.com/watch?v=arR3oDQs2h4</a></p> <p>Write a list of words that have ow making the long o sound in them. Remember, sometimes words can have the ow in them but they are making another sound. e.g. (cow, how)</p> <p><b>Phonemic Awareness</b></p> <p>Do some exercise, rhyme and freeze with Jack Hartman.</p> <p><a href="https://www.youtube.com/watch?v=cSPmGPIyykU">https://www.youtube.com/watch?v=cSPmGPIyykU</a></p> <p><b>Sight Words</b></p> <p><b>Say it, Write it, Make it</b></p> <p>Read this week's sight words. Sight Word Hunt: Go looking for this week's sight words. You might find them in a book, on some food packaging, in a newspaper or</p>	<p><b>English</b></p> <p><b>Phonics- revise all long o</b></p> <p>Watch the alphablocks to revise some of the different ways we write the long o sound.</p> <p><a href="https://www.youtube.com/watch?v=UQFilBxEseg">https://www.youtube.com/watch?v=UQFilBxEseg</a></p> <p><b>Phonemic Awareness</b></p> <p>Choose a single letter sound. Say the letter name, say the sound it usually makes. Say as many words as you can that have this sound at the <b>beginning</b> of the word.</p> <p>Write a list of these words.</p> <p>Make up a silly sentence or story with as many of these words in it as you can but remember it has to make sense. Tell a family member. Challenge: Write your sentence or story.e.g. Lara the lazy lizard lies on the lounge licking lollipops. or On Wednesday, Wanda went walking with William. The</p>	<p><b>English</b></p> <p><b>Phonics- vowels</b></p> <p>The vowels are a, e, i, o and u. Vowels have short sounds and long sounds. Watch and sing along with the Jolly Phonics vowel songs.</p> <p><a href="https://vimeo.com/35395946">https://vimeo.com/35395946</a></p> <p><b>Phonemic Awareness</b></p> <p>Choose a short vowel sound. Say the letter name, say the sound it makes. Say as many words as you can that have this sound in the <b>middle</b> of the word.</p> <p>Write a list of these words.</p> <p><b>Sight Words</b></p> <p>Use sight words to write sentences. <i>Have you included a capital letter at the beginning and a full stop, exclamation mark or question mark at the end?</i></p> <p>Challenge: Use sight words to write a story.</p>
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	<p>to make your sight words (you could lay out blocks, leaves, pasta or buttons to make your words)</p> <p><b>Listen to reading</b> Listen to a text read aloud by a parent/carer or online at Storyline Online.</p> <p><b>Writing</b> Weekend Recount <i>What did you do on the weekend? When did it happen? Where were you? Who were you with?</i> The purpose of a recount is to tell somebody about something that has already happened. The first sentence in a recount tells your reader when it happened, who was there, where you were and what happened. The next sentences of the recount tell the important events, in the order they happened. We might use words like <i>first, after that, then</i> and <i>finally</i>. The last sentence may be your personal response. e.g.</p>	<p>Choose a different coloured pencil for each word.</p> <p><b>Shared Reading</b> Read <i>Red is Best</i> by Kathy Stinson and Robin Baird Lewis <a href="https://www.youtube.com/watch?v=St8KC0atVUI">https://www.youtube.com/watch?v=St8KC0atVUI</a> <i>Who is the author? What does the author do? Who is the illustrator? What does the illustrator do? What type of text is this, imaginative (a made up story) or informative (facts and information)? Who are the characters in the book?</i></p> <p>Sometimes people think differently from each other. What you like, think or feel is called your opinion. Opinions are not right or wrong and your opinions can be different from mine. In the book, Kelly had different opinions to her mother. <i>According to Kelly, what colour is best? Do you agree with Kelly? What colour do you think is best?</i> Write a sentence stating your opinion about which colour is best.</p>	<p>on the computer.</p> <p><b>Shared Reading- Fact and Opinion</b> View the text <i>Red is Best</i> again (see Tuesday). Are there any new words you do not know? Ask a family member to explain any new words. For each new word, put the word in a sentence and say the sentence to a family member. Facts and Opinions: Watch the clip below <a href="https://www.youtube.com/watch?v=Flyt5pEcE_g">https://www.youtube.com/watch?v=Flyt5pEcE_g</a> <i>Dogs make the best pets.</i> Do you agree? What is your opinion? Write it down. Can you think of a fact (it is always true) about a dog? Write it down.</p> <p><b>Read to self</b> Read a home reader.</p>	<p>weather was wet and windy. William watched Wilma wipe water from her wig!</p> <p><b>Sight Words</b> Read all the sight words taught this year</p> <p><b>Shared Reading- Writing response</b> View the text <i>Red is Best</i> again (see Tuesday). Sometimes people think differently from each other. What you like, think or feel is called your opinion. Opinions are not right or wrong and your opinions can be different from mine. Which do you prefer:</p> <ul style="list-style-type: none"> <li>● eating apples or oranges</li> <li>● playing inside or outside</li> <li>● riding a bike or a scooter</li> <li>● taking a shower or a bath</li> </ul> <p>Talk to a family member. What do they prefer? Find someone who has a different opinion to you. We can write a sentence showing these two different opinions using the sight word 'but' in the middle. e.g. <i>I like to eat apples <b>but</b> my</i></p>	<p><b>Listen to reading</b> Listen to an imaginative text read aloud by a parent/carer or online at Storyline Online. <i>What was it about? Who were the characters? Where did the story happen? Was there a problem in the story? What happened at the beginning/ middle/ end?</i> Watch for more information on retells <a href="https://www.youtube.com/watch?v=w33-m8-geuM">https://www.youtube.com/watch?v=w33-m8-geuM</a></p> <p>Retell what happened in the story. Tell a family member. Challenge: Write your retell.</p> <p><b>Read to self</b> Read a home reader.</p>
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	<p>On Friday night, my family had a campfire in our backyard. First, we lit the fire. After that, we cooked damper and baked potatoes over the fire. Finally, we roasted marshmallows and mine caught alight. It was lots of fun.</p> <p>Write your own weekend recount.</p> <p><b>Read to self</b> Read a home reader.</p>	<p><b>Read to self</b> Read a home reader.</p>		<p><i>sister likes to eat oranges.</i> <i>or</i> <i>I like to take a long bath <b>but</b> my dad prefers a shower.</i></p> <p>Write your own sentence(s), using 'but' between your opinion and a family member's different opinion.</p> <p><b>Read to self</b> Read a home reader.</p>	
<p><b>Break including physical activity</b></p>					

<p>Middle</p>	<p><b>Mathematics</b>  <b>Counting - forward</b>  Practise counting <b>forward</b> to 30 (and beyond when confident with these numbers).</p> <p><b>Counting on</b>  Sing and count on from any number  <a href="https://www.youtube.com/watch?v=eW3Fbixib3hU">https://www.youtube.com/watch?v=eW3Fbixib3hU</a></p> <p>Using the hundreds chart to help you, choose a number between 1-30. Say and write the next 5 numbers whilst counting <b>forward</b>. eg. I choose 16. I will count and write the next 5 numbers in the sequence: 16, 17, 18, 19, 20, 21  Repeat the activity and choose a different number each time.  <i>*Challenge:</i> Choose a number higher than 30.</p> <p><b>Doubles of numbers</b>  Listen to the story about doubles - Albert doubles the fun  <a href="https://www.youtube.com/watch?v=ZWANTMIITSM">https://www.youtube.com/watch?v=ZWANTMIITSM</a>  To double a number, we add the same number to itself so</p>	<p><b>Mathematics</b>  <b>Count on from any number</b>  <i>*Challenge:</i> Sing and count on from any number on your own  <a href="https://www.youtube.com/watch?v=bsLa97KwJVE">https://www.youtube.com/watch?v=bsLa97KwJVE</a></p> <p><b>Doubles:</b>  <a href="https://www.youtube.com/watch?v=J8MJUD1-J3g">https://www.youtube.com/watch?v=J8MJUD1-J3g</a>  Practise saying the doubles of numbers 1-12. You may like to recite them, call the answer out when an adult asks you or roll the dice you used yesterday and double the number that you land on.</p> <p><b>Multiplication:</b>  Yesterday you made 2 <i>equal groups</i> of objects. <i>This is called doubling.</i></p> <p>Today, we will challenge ourselves and make different amounts of equal groups. Remember that to be <b>equal</b>, each group must have the <b>same</b> amount in them.</p> <p>Resources: 2 dice (one is numbered 1-6 and one is numbered 1-3)- available at the end of this document, 3 containers to hold items such</p>	<p><b>Mathematics</b>  <b>Counting - forward</b>  Practise counting <b>forward</b> to 30 (and beyond when confident with these numbers.  Can you write all of the numbers to 30? Or beyond? Have you formed all the numerals correctly, without reversals?</p> <p><b>Online Activity: Reading numbers</b>  You will need to turn your device speakers on to hear the instruction.  Select: Find a number: 1-30  <a href="https://www.topmarks.co.uk/learning-to-count/helicopter-rescue">https://www.topmarks.co.uk/learning-to-count/helicopter-rescue</a>  <i>*Challenge:</i> Find a number 1-50 game or 1-100 game</p> <p><b>Multiplication:</b>  Repeat yesterday’s activity of making equal groups. Remember that to be <b>equal</b>, each group must have the <b>same</b> amount in them.</p> <p>Resources: 2 dice (one is numbered 1-6 and one is numbered 1-3)- available at the end of this document, 3 containers to hold items such</p>	<p><b>Mathematics</b>  <b>Counting - Backward</b>  Practise counting backward from 30 (and beyond when confident from 30).  Using the hundreds chart to help you, choose a number between 1-30. Say and write the next 4 numbers whilst counting <b>backward</b>. eg. I choose 16. I will count and write the next 4 numbers in the <b>backward</b> counting sequence: 16, 15, 14, 13, 12  Repeat the activity and choose a different number each time.  <i>*Challenge:</i> Choose a number higher than 30 and repeat.</p> <p><b>Online Game: Numbers in between</b>  You will need to turn your device speakers on to hear the instruction.  Practise finding the number <b>in between</b> two other numbers. eg <i>The number in between 15 and 17 is 16.</i> Help the helicopter make its rescues.  Select: Find a number: In between: 1 to 30  <a href="https://www.topmarks.co.uk/learning-to-count/helicopter-rescue">https://www.topmarks.co.uk/learning-to-count/helicopter-rescue</a></p>	<p><b>Mathematics</b>  <b>Representing Numbers</b>  Choose a number between 15-30.  How many ways can you represent it? - eg. collect that many objects, show it on a tens frame, draw objects, write the number, show the number using tally marks, build a tower to represent the number with objects, show it as groups of tens and ones, write an addition or subtraction fact that equals to that number</p> <p><b>Counting by tens:</b>  Get moving and count by tens:  <a href="https://www.youtube.com/watch?v=W8CEOIAOGas">https://www.youtube.com/watch?v=W8CEOIAOGas</a></p> <p>On the hundreds chart, point to each number as you count by tens to 100. What do you notice about the last digit of each number that you are pointing to? Can you write the numbers as you count by tens to 100? 10, 20, 30...  <i>*Check that you are saying the endings of the numbers correctly. Can you hear the last ‘ty’ sound at the end of most numbers? thirty, forty, fifty</i></p> <p><i>*Challenge:</i> Can you count by</p>
<p>Framework for teaching (non-digital) – Stage ES1</p>					

	<p>we have two groups of the same amount. eg. Double 4: <math>4+4=8</math> Two groups of 4 is 8.</p> <p><b>Listen to the doubles song:</b>  <a href="https://www.youtube.com/watch?v=At0quRa90rs">https://www.youtube.com/watch?v=At0quRa90rs</a></p> <p><b>Multiplication- Making groups</b>  Resources attached to the end of this document: Dice with numerals 1-6, challenge: dice with numerals 7-12, counters or small objects eg buttons, beads, pasta etc.</p> <p>Roll the dice with numerals 1-6 on it. Make two groups of the number you rolled. eg. If you roll a 6, make two groups of 6 with counters/objects. This is also doubling the number because we are making <u>two groups</u> of it. What is the total? Say the sentences: Two groups of ___ makes ___. Double ___ is ___. eg. Two groups of 4 makes 8. Double 4 is 8.</p>  <p><i>*Challenge:</i> Try the same</p>	<p>as bowls or cups, 18 small objects (counters, lego, pencils, etc)</p> <p>Activity: Roll the 1-3 numbered dice to tell you how many groups you are going to make and place that many containers in front of you. eg. If I roll number 3, I will place 3 cups in front of me. Roll the second dice to tell you how many objects to place in each container. eg: I roll number 4 so I will put 4 objects (pencils) in each cup.</p>  <p>I have 3 groups of 4 pencils.  <b>3 groups of 4 is 12</b>  This could also be written as <b>repeated addition</b>. eg. <math>4+4+4=12</math>  Find the total amount of objects. You may be able to use a more efficient strategy to count, such as counting the objects by 2s. Say the sentence that matches the groups you have made.  <b>_ groups of _ is _.</b></p>	<p>as bowls or cups, 18 small objects (counters, lego, pencils, etc)</p> <p>Activity: Roll the 1-3 numbered dice to tell you how many groups you are going to make and place that many containers in front of you. eg. If I roll number 3, I will place 3 cups in front of me. Roll the second dice to tell you how many objects to place in each container. eg: I roll number 4 so I will put 4 objects (pencils) in each cup.</p>  <p>I have 3 groups of 4 pencils.  <b>3 groups of 4 is 12</b>  This could also be written as <b>repeated addition</b>. eg. <math>4+4+4=12</math>  Find the total amount of objects. You may be able to use a more efficient strategy to count, such as counting the objects by 2s. Say the sentence that matches the groups you have made.  <b>_ groups of _ is _.</b></p>	<p><i>*Challenge:</i> Find a number: in between: 1 to 50 or 1 to 100 game</p> <p><b>Division</b>  <i>Warm up game</i> - <b>share</b> the dog treats <b>fairly</b> by giving each dog one treat at a time until there are no more treats left. Remember that a <b>fair share</b> means that each dog will have the <b>same amount</b> of treats. You will need to turn your device speakers on to hear the instruction.  <a href="https://pbskids.org/curiousgeorge/busyday/dogs/">https://pbskids.org/curiousgeorge/busyday/dogs/</a></p> <p><b>Division worksheet</b> - see attachment at the end of this document</p> <p><b>Optional- Mathletics</b>  <a href="https://www.mathletics.com/au/">https://www.mathletics.com/au/</a></p>	<p>tens backwards, starting from 100? 100, 90, 80</p> <p><b>Division</b>  Complete Friday's Division worksheet - attached to end of this document</p> <p><b>Optional- Mathletics</b>  <a href="https://www.mathletics.com/au/">https://www.mathletics.com/au/</a></p>
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	<p>activity using the 7-12 numbered dice.</p> <p><b>Optional- Mathletics</b>  <a href="https://www.mathletics.com/au/">https://www.mathletics.com/au/</a></p>	<p>Roll the dice and repeat the activity.  <i>*Extension:</i> Use two dice, both numbered 1-6, available at the end of this document. You may need 36 small objects and 6 containers for this challenge.  <i>*Keep your resources handy to repeat this activity tomorrow.</i></p> <p><b>Optional- Mathletics</b>  <a href="https://www.mathletics.com/au/">https://www.mathletics.com/au/</a></p>	<p>Roll the dice and repeat the activity.  <i>*Extension:</i> Use two dice, both numbered 1-6, available at the end of this document.  <i>*Keep your resources handy to repeat this activity tomorrow.</i></p> <p><b>Optional- Mathletics</b>  <a href="https://www.mathletics.com/au/">https://www.mathletics.com/au/</a></p>		
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### Olympic Games - Physical Education

What are your favourite Olympic sports? Participate in a modified version of an Olympic sport each day. You may like to host a mini-Olympics at your home!

Other challenge ideas: running races, obstacle course challenges, egg and spoon races, discus using a ball, long jump on the grass, boxes to jump over as hurdles,



Ring toss game made of paper towel rolls and cardboard



Obstacle course



Paper plates – object toss



With a broom: golf or hockey




Walking and balance games

ball toss in buckets, etc

<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
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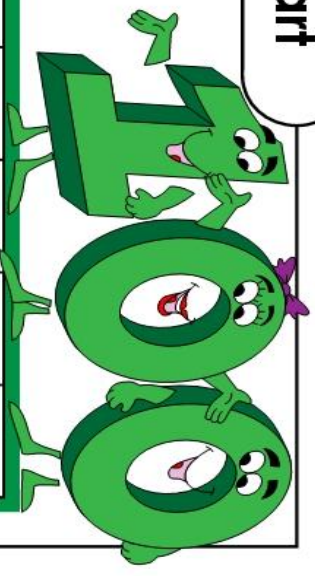


<p><b>Afternoon</b></p>	<p><b>PDHPE</b> <b>Bounce Back - Feelings</b></p> <p>Everyone has feelings - feelings are necessary, even the unpleasant ones.</p> <p><a href="https://www.youtube.com/watch?v=-J7HcVLsCrY&amp;list=PLxnr9mIP_41iGF-0aVOnI4TYvswl8ufb&amp;index=1">https://www.youtube.com/watch?v=-J7HcVLsCrY&amp;list=PLxnr9mIP_41iGF-0aVOnI4TYvswl8ufb&amp;index=1</a></p> <p>Discuss the different feelings mentioned in the songs. Sort them into pleasant and unpleasant feelings.</p> <p><b>Activity:</b> Make a paper plate puppet where on one side of the paper plate is a happy face and the other is a sad face.</p>	<p><b>Geography/Science</b> <b>From Paddock to Plate</b></p> <p>Watch the following video 'How dairy farmers care for their cows' <a href="https://www.youtube.com/watch?v=onFy4VGr0NA">https://www.youtube.com/watch?v=onFy4VGr0NA</a></p> <p>Draw a picture showing how dairy farmers care for their cows.</p> <p>You may like to write a sentence about your picture. eg. Dairy farmers care for their cows by making sure they have clean water.</p>	<p><b>Visual Arts</b></p> <p>Miraitowa is the official mascot for the Tokyo Olympic Games. Watch as Miraitowa prepares by training for the different sports. <a href="https://www.youtube.com/watch?v=ixE1a6_l7e4">https://www.youtube.com/watch?v=ixE1a6_l7e4</a></p> <p>What is your favourite Olympic sport?</p> <p>Design your own Olympic medals using the attached sheet. Be creative in your decorating eg: use foil, glitter, paint, etc</p> 	<p><b>Library</b></p> <p>In the Library this term, Mrs Dufty will be focussing on books that have been selected for the Children's Book Council of Australia (CBCA) Book Awards.</p> <p>Listen to the story 'Busy Beaks' by Sarah Allen. <a href="https://storyboxlibrary.com.au/stories/busy-beaks?activity_time=true">https://storyboxlibrary.com.au/stories/busy-beaks?activity_time=true</a></p> <p>Username: LugarnoPS Password: Dragon01</p> <p>Discuss or write:</p> <ul style="list-style-type: none"> <li>- What was your favourite part of the story?</li> <li>- How many different birds did you count in the story?</li> <li>- Which was your favourite bird? Why?</li> <li>- Would you recommend this book for other students to read? Why/Why not?</li> <li>- Draw a picture of a bird that you often see at your home.</li> </ul>	<p><b>Family Time / Catch up</b></p>
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Name: \_\_\_\_\_

## 100 Chart

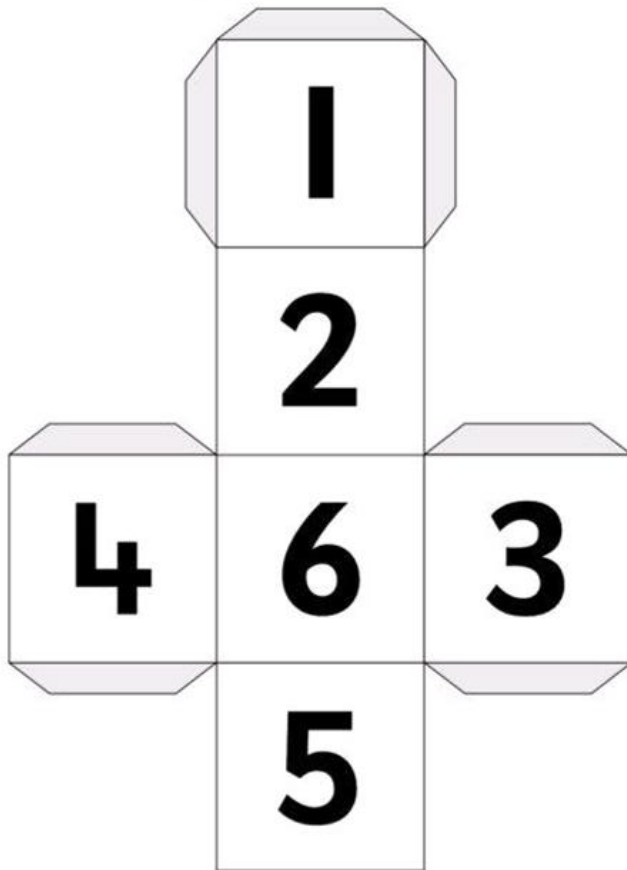


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Dice for Mathematics task - Monday

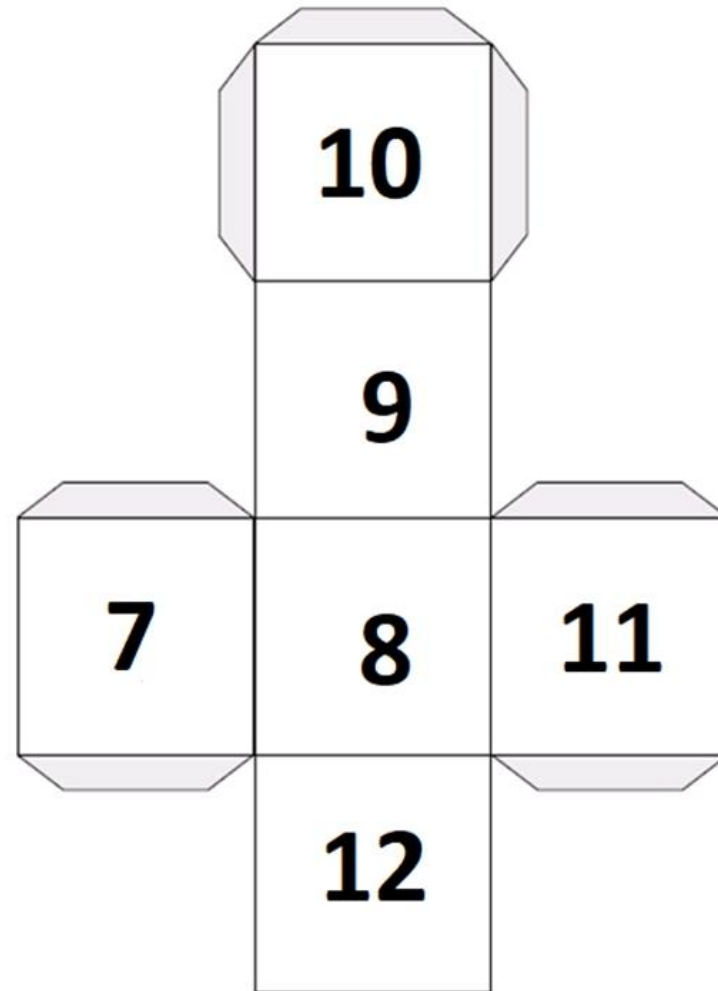
Numerals 1-6 Dice Net

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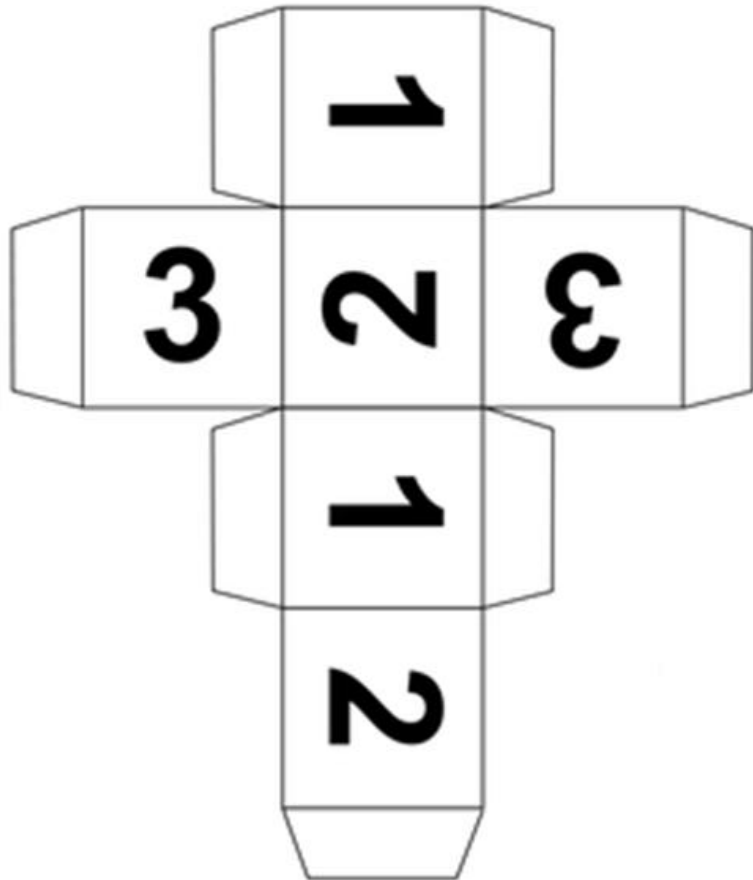


Numerals

Dice Net

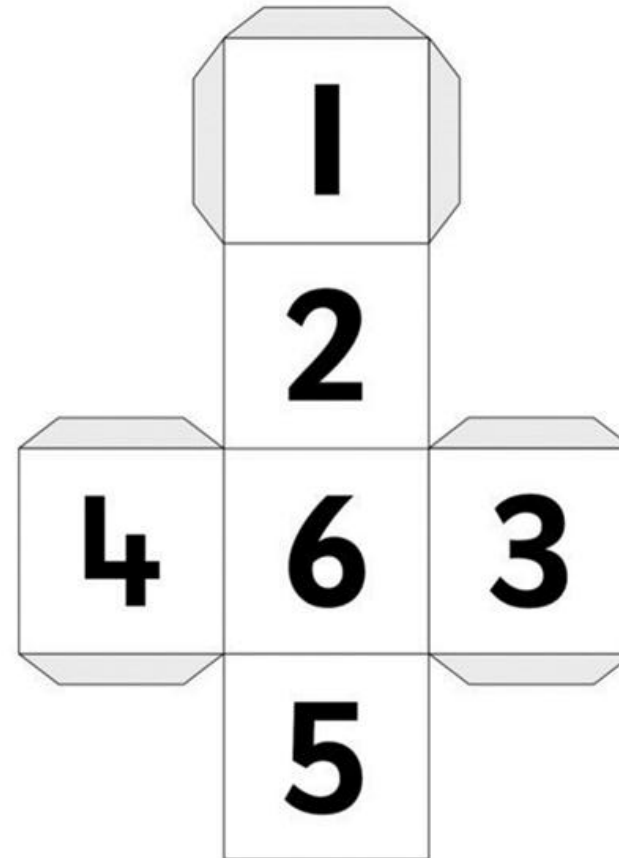


Dice for Mathematics activities - Tuesday and Wednesday



Numerals 1-6 Dice Net

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# Thursday

## Division – Sharing



\*Resources: 20 small objects or counters, 4 containers (bowls, cups, etc)  
Keep the resources handy to use tomorrow.

\*\* You will need a different amount of objects and containers to solve each problem.

Can you share the following amounts **equally**?

Remember that each container will need to have the **same amount** of objects to be a **fair share**. You can share the objects by placing one item in each container until there are no objects left.

When there are no objects left, check to make sure that the same amount of objects are in each container.

- Share 10 objects into 2 groups. 10 shared into 2 groups is \_\_\_\_.
- Share 12 objects into 3 groups. 12 shared into 3 groups is \_\_\_\_.
- Share 9 objects into 3 groups. 9 shared into 3 groups is \_\_\_\_.
- Share 12 objects into 2 groups. 12 shared into 2 groups is \_\_\_\_.
- Share 15 objects into 3 groups. 15 shared into 3 groups is \_\_\_\_.

*Extension:*

- Share 20 objects into 4 groups. 20 shared into 4 groups is \_\_\_\_.
- Share 24 objects into 4 groups. 24 shared into 4 groups is \_\_\_\_.
- Share 30 objects into 5 groups. 30 shared into 5 groups is \_\_\_\_.



Make up sentences to match the division problems above.

Eg. I had 12 lollies and had to share them between 3 friends.  
Each friend got \_\_\_\_ lollies.

# FRIDAY

## Division – sharing



\*Resources: 20 small objects or counters, 5 containers (bowls, cups, etc)

\*\* You will need a different amount of objects and containers to solve each problem.

Is it a fair share? Discuss the following with an adult:

- What does a 'fair share' mean?
- Use the objects to show an example of groups that do not have a fair share of objects. Why don't they show a fair share?
- Now make these groups show a fair share of objects. What did you have to do to make the groups show a fair share?

### A fair share

Can you share the following amounts equally?

You can share the objects by placing one item in each container until there are no objects left. Remember that each container will need to have the **same amount** of objects to be a **fair share**.

- Share 10 objects into 5 groups. 10 shared into 5 groups is \_\_\_\_\_.
- Share 12 objects into 4 groups. 12 shared into 4 groups is \_\_\_\_\_.
- Share 16 objects into 4 groups. 16 shared into 4 groups is \_\_\_\_\_.
- Share 16 objects into 2 groups. 16 shared into 2 groups is \_\_\_\_\_.

Extension:

Share 25 objects into 5 groups. 25 shared into 5 groups is \_\_\_\_\_.

Share 30 objects into 3 groups. 30 shared into 3 groups is \_\_\_\_\_.

Share 30 objects into 2 groups. 30 shared into 2 groups is \_\_\_\_\_.



Use 20 objects -

In how many different ways can you share 20 objects equally?

Eg. I can share 20 objects into \_\_\_\_\_ groups. Each group will have \_\_\_\_\_ objects.





## Olympic Games - Medals



### The facts

- Olympic medals are gold, silver and bronze in colour.
- They are given to athletes or teams who come first, second and third in each Olympic event. Gold is given to first place, silver to second place, and bronze to third place.
- Winning a gold medal means you are the very best in your sport in the world at that time.
- Olympic medals are different for each Olympic Games. They are designed especially for each individual Olympic Games by the host city's organising committee.

Design your own medals for the Olympic Games. You can attach a ribbon or string to hang them.

